

# TINDLEY PREPARATORY ACADEMY

## 2012-2013 Performance Analysis

### Core Question 2: Is the organization effective and well-run?

2.1. Is the school in sound fiscal health?	
<b>STANDARD</b>	<b>2.1-1: The school demonstrates satisfactory performance in all areas identified: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default</b> <b>2.1-2: The school demonstrates satisfactory performance in all areas identified: 3 Year Aggregate Net Income, Debt to Asset Ratio, and Debt Service Coverage Ratio</b> <b>2.1-3: The school does not present concerns in the financial audit or financial reporting requirements</b>

### 2012-13 2.1-2 Performance: Does Not Meet Standard

Indicator	Ratio	Measures	Rating	2012-13	2012-13
2.1 Short Term Health	Enrollment Variance Ratio	Enrollment Ratio equals or exceeds 99%	<i>Meets Standard</i>	93%	Does Not Meet
		Enrollment Ratio is between 90% - 98%	<i>Approaching Standard</i>		
		Enrollment Ratio is less than or equal to 89%	<i>Does Not Meet Standard</i>		
	Current Ratio	Current Ratio equals or exceeds 1.1	<i>Meets Standard</i>	0.63	
		Current Ratio is between 1.0 - 1.1	<i>Approaching Standard</i>		
		Current Ratio is less than or equal to 1.0	<i>Does Not Meet Standard</i>		
	Days Cash On Hand	Days cash on hand equals or exceeds 45	<i>Meets Standard</i>	16	
		Days cash on hand is between 30-45 days	<i>Approaching Standard</i>		
		Days cash on hand is less than or equal to 30 days	<i>Does Not Meet Standard</i>		
	Debt Default Evidence	Not in default or delinquent	<i>Meets Standard</i>	Meets	
Default or delinquent		<i>Does Not Meet Standard</i>			

Tindley Preparatory Academy **did not meet** standard for core question 2.1-1 for the 2012-13 school year. Based on data from the September 2012 count day, the school's enrollment was slightly lower than the enrollment targets stated in its charter agreement. As a result, the school approached standard for this sub-indicator. The school had fewer current assets than current

liabilities (those due in the next 12 months). As a result, the school did not meet standard for this sub-indicator. Tindley Preparatory Academy ended the year with 16 days of cash on hand. Based on this data, the school did not meet standard for this indicator. Finally, the school successfully met its debt obligations based on the information that Crowe Horwath, the school's auditor, provided. Furthermore, there were no negative communications from the school's lenders. Since the school did not meet standard for two sub-indicators in core question 2.1-1, it did not meet standard for this section of the core question.

**2012-13 2.1-2 Performance: Exceeds Standard**

2.2 Long Term Health	3 Year Aggregate Net Income	Aggregate 3 year Net Income is positive and most recent year is positive	Meets Standard	NA	Exceeds
		Aggregate 3 year Net Income is positive and most recent year is negative	Approaching Standard		
	Net Income	Aggregate 3 year Net Income is negative	Does Not Meet Standard	\$277,214.00	
	Debt to Asset	Debt to asset ratio is less than or equal to 0.9	Meets Standard	0.59	
		Debt to asset ratio is between 0.9 - 0.95	Approaching Standard		
		Debt to asset ratio equals or exceeds 0.95	Does Not Meet Standard		
	Debt Service Coverage (DSC) Ratio	DSC ratio equals or exceeds 1.15	Meets Standard	2.03	
		DSC ratio is between 1.05- 1.15	Approaching Standard		
		DSC Ratio is less than or equal to 1.05	Does Not Meet Standard		

The school **exceeded** standard for core question 2.1-2. The school met standard for the net income sub-indicator in that it generated a positive net income for the fiscal year. Additionally, the school met standard for the sub-indicator regarding debt to asset ratio as it had more assets than liabilities. The school also met standard for its debt service coverage ratio. Since the school met standard for all of the sub-indicators, it exceeded standard for core question 2.1-2.

**2012-13 2.1-3 Performance: Does Not Meet Standard**

Annual Independent Accrual Based Audit	Receives a clean audit opinion	Meets Standard	DNMS	Does Not Meet Standard
	Receives a clean audit opinion with a few significant deficiencies noted but no material weaknesses	Approaching Standard		
	Receives an audit with multiple significant deficiencies, material weakness or is a going concern	Does Not Meet Standard		
Financial Reporting Requirements	Satisfies all financial reporting requirements	Meets Standard	Meets	
	Fails to satisfy financial reporting requirements	Does Not Meet Standard		

The school **did not meet** standard for core question 2.1-3. The school did not meet standard for its annual accrual based audit because its audit report contained both a material weakness and significant deficiency. Page 18 of the audit discusses some journal entry adjustments that led to material changes to the financial statements. Page 19 discusses a lack of oversight of the school's outsourced accountants as well as a Schedule of Expenditures of Federal Awards that was missing some information. The school met standard for all of its reporting requirements. Its audit report was issued March 28, 2014.

2.2. Are the school's student enrollment, attendance, and retention rates strong?	
<b>STANDARD</b>	The school is consistently fully enrolled. Student attendance and retention rates are generally at or above the school's agreed-upon target rates.

**2012-13 Performance: Approaching Standard**

Tindley Preparatory Academy did not meet its enrollment target for 2012-13. The following chart displays the school's target enrollment compared with its official fall enrollment, as reported by the IDOE.

Year	Target Enrollment	Fall Enrollment	Percent Below
2012-13	200	174	13%

**Source:** Official fall enrollment figures from the IDOE. Target enrollment is the maximum capacity from the school's charter agreement with the Mayor's Office, submitted by the school.

The 2012-13 attendance rate at TPS was higher than the state average.

	TPS	MC	IN
<b>2012-13 Attendance rate</b>	96.1%	95.7%	95.8%

No targets have been established for student retention rates for TPS.

Based on the 2012-13 performance, the school is approaching the Mayor's Office standard for this indicator because they were not fully enrolled but had an attendance rate slightly higher than that of the state.

<b>2.3. Is the school's Board active and competent in its oversight?</b>	
<b>STANDARD</b>	The school's board a) contributes a broad skill set and is reflective of the community; b) is knowledgeable about the school and able to make decisions in a timely fashion; c) has policies and by-laws that are consistently followed, regularly reviewed, and include clearly defined roles and responsibilities for members; d) consistently achieves quorum and adheres to Indiana's Open Door Law; e) records meeting minutes that are thorough, accurate and transparent; f) regularly conducts a formal evaluation of the school against established academic, financial and operational performance goals; and g) has a written plan for the succession of leadership.

### 2012-13 Performance: **Exceeds standard**

The EdPower Board, which governs Tindley Prep, was active, experienced, and provided competent oversight of the school. The board was extremely diverse and was comprised of members that represent a broad skill sets including finance, education, law, social services, business and community engagement. In addition, board members had extensive knowledge about the school, the Scholar's Creed, and the mission Tindley Prep. Board members were proactive in promoting the mission of the school and were clear on their roles and responsibilities as members of the board.

Board membership remained relatively stable with clear mission alignment between the board and the Chancellor, Mr. Marcus Robinson who led all the schools within the EdPower network. The board had a positive working relationship with Mr. Robinson and held him accountable for the academic performance of students as well as the performance of the leadership of each of the schools within the network. The EdPower Board was proactive in the area of fundraising and worked diligently to find external resources to support the creation of additional programs and services for students. The board also continued to work within the established committee structure to focus on specific areas such as fundraising, governance, and finance with committee members sharing updates with board members at monthly meetings.

The board chair, Mr. Randall Lewis, provided stable leadership and was deeply committed to the mission of Tindley Prep. He was engaged, proactive, and provided exemplary leadership in his role as chair of the board. Mr. Lewis worked well with Mr. Robinson, but also held him accountable for the performance of all schools within the network. He encouraged thoughtful

discussion during board meetings and promoted a process of continuous improvement to ensure that all stakeholders were operating in a manner that was conducive to the success of the school. In addition, Mr. Lewis was proactive in his desire to understand the accountability process and requirements of the Mayor's Office of Education Innovation so that the board could ensure that they were supporting the schools in meeting established goals.

The board consistently made quorum, with some members participating via conference call, and actively engaged in oversight of the school. Board minutes reflected thoughtful discussion and were clear and concise. The board improved in that meeting notices are now consistently posted in public areas. This was an area discussed in the 2011-12 Accountability Report. Members were deeply committed to ensuring that students were receiving vital services as well as a high quality education. Accordingly for the 2012-13 school year, the EdPower board **exceeded standard** on this Mayor's Performance Framework indicator.

<b>2.4. Is there a high level of parent satisfaction with the school?</b>	
<b>STANDARD</b>	<b>More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.</b>

#### 2012-13 Performance: Meets Standard

In the spring of each year, researchers administer anonymous surveys to parents of students enrolled at Mayor-sponsored charter schools. In 2011-12, 85% of Charles A. Tindley Accelerated School parents reported overall satisfaction with the school. According to the data, the school **meets** the Mayor's Office standard for performance for this indicator in the 2011-12 academic year.

<b>2.5. Is the school administration strong in its academic and organizational leadership?</b>	
<b>STANDARD</b>	<b>The school's administration a) has sufficient academic and organizational expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among administrators; d) actively engages in a process of continuous improvement and mid-course corrections; e) has established high expectations for all stakeholders – staff, students, and parents; f) has organized operations and secured necessary resources to effectively implement the mission of the school; g) ensures the school achieves strong academic and operational performance; and h) has developed a plan for succession for administrators and staff.</b>

#### 2012-13 Performance: Meets Standard

Mr. Patrick Jones, the founding school leader, possessed excellent academic experience and organizational knowledge. His focus on a positive school culture and laser-like focus on academic results was a key driver to the school's success during its first year. When there were challenges or situations he was not able to resolve individually, he successfully accessed the support of the network-level staff. The network staff included (but was not limited to) Chancellor and CEO, Chief of Staff, Chief Operating Officer, Chief Academic Officer, Director

of Instruction, Director of Special Education, Academic Dean, Director of Human Resources, and Director of Accountability. Together, the school leader and network-level staff were able to engage in a process of continuous improvement of the academic performance of the school. Roles and responsibilities between the administrative team appeared to be clearly defined than in previous years.

Tindley Prep demonstrated high expectations for all stakeholders, organized operations and resources to effectively implement the mission of the school and to ensure strong performance, and implemented a plan for succession of administrators and staff at various levels among the administrative team. Therefore, the school **met** the Mayor's Office standard for this indicator for 2012-13.

2.6. Is the school meeting its school-specific organizational and management performance goals?	
Meets standard	School has clearly met its school-specific organizational goal.

**Not Evaluated.** Tindley Preparatory Academy did not have school-specific organizational and management performance goals to be evaluated for 2012-13.